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ABSTRACT

The document presents the final report of the Sensory Multihandicapped Project, which planned a comprehensive program for the education of children who were sensory multihandicapped (deaf blind, deaf with other handicaps, or blind with other handicaps) in Alberta, Canada. Project activities included reviewing the literature, visiting sites serving the sensory multihandicapped in North America, communicating by letter with persons and agencies serving that population outside North America, soliciting briefs from the public, discussing the issues with public and private agencies serving the sensory multihandicapped in Alberta, and employing a number of consultants. The final report briefly outlines the project's operating plan, along with its working definitions, components, and general procedures. The bulk of the report consists of its recommendations. The general conclusion produced by the project was that the government of Alberta should proceed to implement educational, residential, resource, and support services for Alberta's sensory multihandicapped population. Appendixes include cost estimates of such a program, and an outline of the sequence of events for its implementation. (DIS)

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Alberta
EDUCATION

SENSORY MULTIHANDICAPPED PROGRAM

PLANNING PROJECT

A report prepared for Alberta Education by the
Sensory Multihandicapped Project Planning Team

October, 1979

FEB 1 3 1980

Additional copies of the final report (48 pp.) may be obtained from the Planning and Research Branch, Alberta Education, 9th Floor, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta T5K OL2 (403-427-8217).

Copies of the Technical Report (257 pp.) which contains the final report and supplementary materials, including a review of the literature, may be purchased from the ERIC Document Service and Micromedia Ltd. or may be borrowed from Regional Offices of Alberta Education, Offices of Alberta School Superintendents and from libraries of Alberta universities.

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Dear Sirs:

This document is the final report of the Sensory Multihandicapped Project Planning Team. The Team was formed in March, 1979 to plan a comprehensive program for the education and development of children who are sensory multihandicapped and to determine the program, organization, facilities and financing to implement the program.

The first part of the report is the recommendations developed by the Team. The second part of the report contains supplementary and supportive documentation.

We look forward to your reactions to the recommendations of the Team.

Sincerely yours,

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ACKNOWLEDGEMENTS

The Planning Team of the Sensory Multihandicapped Project acknowledges with appreciation the contribution of the following persons and groups of persons:

The members of the Steering Committee and particularly the Chairman, Dr. E. J. M. Church, Director, Special Educational Services Branch. Interaction with the Committee was instrumental in establishing and maintaining the direction of the Project.

Mr. D. Young, Research Assistant, whose expertise and efficiency is evident throughout the report.

Mrs. S. Sommerfield, Project Secretary, whose dedication and support was invaluable.

The many consultants, advisors and program directors from across North America who offered their programs for inspection and who freely shared their experience and expertise.

The numerous parents and professionals from within Alberta whose interest in the project was evidenced by willing, useful suggestions and insights.

ABSTRACT

The purpose of the Sensory Multihandicapped Project was to plan a comprehensive program for the education and development of children who are sensory multihandicapped. Sensory multihandicapped persons are those who are deaf-blind, deaf with other handicaps, or blind with other handicaps.

The task of the Project Team was accomplished through a review of the literature, visits to sites serving the sensory multihandicapped in North America, written contacts with persons and agencies serving the sensory multihandicapped outside North America, briefs solicited from the public, considerable discussion with public and private agencies serving the sensory multihandicapped in Alberta, and the use of a number of consultants.

The general conclusion produced by the Project Team was that the Government of Alberta should proceed to implement educational, residential, resource and support services for the sensory multihandicapped population in Alberta.

Administration of the program will be the responsibility of an Interdepartmental Commission representative of Alberta Education, Alberta Social Services and Community Health, and Alberta Advanced Education and Manpower. The Commission will be responsible for the development of policy and for budget considerations. An Administrator will be responsible for putting the policies developed

by the Commission into effect through the resource centers, schools and residential services.

Two resource centers will be established, one in Edmonton and one in Calgary to serve in cooperation with existing services, as centralized coordinating agencies responsible for preventative, early identification, and early intervention programs for sensory multihandicapped children in Alberta. The resource centers will facilitate or provide assessment and program planning for each child; provide inservice, program consultation, materials and resources to community agencies and school jurisdictions within the province; and facilitate or provide parent programs.

The school program will be implemented by local school jurisdictions with consultative and specialized support services provided on an out-reach basis through the resource centers. Where it is beyond the capability of small school jurisdictions to develop their own highly specialized programs, they may contract for such services from another school board. School boards in Calgary and Edmonton will each operate a highly specialized program for sensory multihandicapped children, including children resident in those cities and children sponsored by other school jurisdictions. The majority of sensory multihandicapped persons will continue to reside in their own communities, receive educational and other services through existing programs with specialized resources and support provided through the resource center.

Children involved in the program will reside with parents, guardians, foster parents, or in group homes. Accommodation will be available for families whose children are undergoing intensive short-term assessment.

In particular, the Project Team has recommended:

1. that an Interdepartmental Commission composed of senior representatives of Alberta Education, Alberta Advanced Education and Manpower, and Alberta Social Services and Community Health, be established to monitor budget, policy, and priorities related to the delivery of services to the sensory multihandicapped in Alberta;

2. that funding for all services on behalf of the sensory multihandicapped population be administered through the Inter-departmental Commission;

3. that two regional resource centers, one in Edmonton and one in Calgary, be developed to provide specialized support and resource services on a twelve month basis;

4. that an agreement be entered into between the Government of Alberta and the Calgary Board of Education and the Edmonton Public School Board whereby the two school jurisdictions would provide educational programs to deaf-blind, blind multihandicapped and deaf multihandicapped children sponsored by local school jurisdictions;

5. that residential accommodation be made available as required;

6. that sufficient programs to train teachers, teacher's aides, rehabilitation aides, and other specialists to work with the deaf-blind, blind multihandicapped and deaf multihandicapped population in Alberta be ensured.

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SUPPLEMENTARY MATERIALS (separate volume)

1. A Review of the Literature
2. Demographic Survey Findings
3. Summary of Briefs Presented to the Planning Team
4. Sources of Information Utilized
5. Resource Centers: Proposed Architectural Specifications
6. The Individualized Educational Program Planning Process
7. School Program

Section I

FOREWARD

In early 1977, Alberta Education began to consider special services for sensory multihandicapped children in Alberta. The consideration of this special population arose from an awareness on the part of the Alberta government that the means to provide adequate service to this population did not exist in totality in Alberta. Those services which did exist were incomplete and over-extended. Therefore, in February 1979, the Minister of Education announced the Government's decision to establish a Planning Team to design a comprehensive program for the education and development of sensory multihandicapped children in Alberta.

Directions Provided for Planning a Program for the Sensory Multihandicapped in Alberta

PURPOSE: The major purpose of this study is to plan a comprehensive program for the education and development of children who are sensori-multihandicapped (e.g. blind-deaf, deaf-retarded, blind-retarded) and to determine the program, organization, facilities and financing necessary to implement the program.

SCOPE: The study will consider all aspects of a comprehensive program including the identification, assessment, referral, placement care and training, follow up and reassessment of pupils, and the co-ordination of the program with existing programs and facilities now operating.

PROCEDURE: The study will be under the overall direction of a steering committee. The proposed membership is as follows:

1. Two representatives from Alberta Education
2. One representative from Alberta Social Services and Community Health
3. One representative from the academic community
4. An administrator of special education programs from a school system
5. The director or head of an existing program for the severe or multi-handicapped. (e.g. Baker Center, Calgary; Elves Memorial Center Edmonton)

The Alberta Education members of the steering committee are Dr. E. J. M. Church who will act as chairman and Dr. H. C. Rhodes. Other members are yet to be named.

The actual study will be carried out by a planning team of two persons, one from the government and the other from a school system. From time to time the team will employ consultants for specific parts of the planning. Some of the major activities of the planning team will be:

1. Formulating a general design for the study including objectives, phases, time-lines and budget, and also a design for implementing a comprehensive program.
2. Reviewing the literature
3. Evaluating existing programs in North America and elsewhere by on-site observation and discussion with those involved in the programs. Programs already known are: The Institute for Logopedics, Witchita Kansas; The Multi-Handicapped Deaf Unit of the California School for the Deaf, Riverside, California; The Elwyn Institute, Media, Pennsylvania; Dixon State Hospital, Georgia; Multi-handicapped blind program at W. Ross MacDonald School, Ontario; Kennedy Center, London, England

4. Conferring with persons, groups, organizations and societies in Alberta who have an interest in this area (e.g. Alberta Association for the Visually Impaired, Alberta Coordinating Council on Deafness, Alberta Association for the Dependent Handicapped, Alberta Association for the Mentally Retarded)

An advisory review panel will be convened at least twice during the study to take a critical and objective view of the study and to make recommendations for improvement.

COMPONENTS OF THE PROGRAM:

1. The Clientele
   (a) The demography of the population in Alberta to be served
   (b) Possibilities of serving the needs of other western provinces
2. The Program
   (a) The kinds of developmental needs of the sensory multihandicapped (e.g. language, mobility, self-help skills)
   (b) The developmental and custodial aspects of the program
   (c) The need for assessment, referral, placement and follow up
3. Organizational Arrangements
   (a) Centralization versus decentralization
   (b) Relationship to other services, to school boards, to parents
   (c) Ancillary services
4. The Staff
   (a) Number and kinds of staff required
   (b) Means of securing qualified staff
5. Facilities

   Location, buildings and equipment, in the light of preferred mode of provision of the service

6. Financing

   Estimates of capital and operational costs

7. Administration

   Arrangements for financing, control, and reporting

Operating Plan

The various sequential activities undertaken by the Planning Team, and the respective time allocations, were as follows:

1. Conduct Literature Review. (7 weeks) Review relevant literature and summarize it so that it provides a framework for subsequent work (e.g. Activity No. 6).

2. Plan Inventory. (2 weeks) Develop a plan for assessing available resources both within the province and externally. Develop travel itineraries.

3. Review Secondment. (2 weeks) Determine the need for an extension of secondments. Negotiate as required.

4. Steering Committee Meeting. The initial meeting should examine the basic plan and provide directions.

5. Conduct Provincial Inventory. (5 weeks) Examine programs and resources currently available in Alberta.

6. Conduct External Inventory. (5 weeks) Same as 5 above but confined to areas outside Alberta.

7. Develop Client Classification Criteria. (2 weeks) On the basis of information gathered to date, develop a schema for classifying clients.

8. Summarize Resources. (2 weeks) Summarize the resources identified in Activities 5 and 6.

9. Develop Needs Assessment Instrumentation. (2 weeks) Develop the ways and means for identifying clients, determining their types and numbers, geographic locations, and interest group expectations for the project.

10. Steering Committee Meeting. Review the information gathered in the data collection phase, review the classification criteria (from Activity 7) and provide direction for future activity.

11. Determine Number/Type of Clients. (4 weeks) Determine number and types of potential clients.

12. Determine Geographic Distribution. (4 weeks) Identify client locations and clusters.

13. Determine Interest Group Expectations. (4 weeks) Assess the expectations held by various interest groups, e.g. parents, social agencies, medical practitioners, etc.

14. Summarize Needs. (1 week) Summarize the findings of the needs assessment phase into information useful to subsequent planning stages.

15. Develop Outline of Program Specifications. (1 week) Outline parameters to be considered as planning is undertaken to develop appropriate programs.

16. Steering Committee Meets. Consider findings to date and provide recommendations for future directions.

17. Specify Evaluation Program. (2 weeks) Specify the several evaluation programs: identification and referral, complete assessment, placement, and follow-up.

18. Specify Educational Programs. (2 weeks) Specify the various educational programs.

19. Examine Alternate Delivery Modes. (2 weeks) Assess feasibility and introduce other factors as required.

20. Specify Parental Involvements. (2 weeks) Specify how parents would be involved in each of the alternatives considered in Activities 18 and 19.

21. Specify Support Services. Specify support services required in each alternative considered in Activities 18 and 19. These include professional, custodial, food service, maintenance, operation, etc.

22. Specify Educational/Residential Programs. (2 weeks) Specify feasible programs emerging from Activities 17 - 21.

23. Develop Facilities Specifications. (2 weeks) Prepare specifications for any facilities required. These should be of sufficient detail to guide architects in subsequent design.

24. Develop Recommendations. (1 week) Prepare recommendations for future work.

25. Develop Phase II Action Plan. (1 week) The action plan should include alternatives available, evaluation criteria for selecting among alternatives, and plan for completing each alternative. Costs should be included.

26. Steering Committee Meeting. The Steering Committee should review recommendations and suggest elements of the Phase II Action Plan.

27. Prepare Final Report. (4 weeks)

28. Steering Committee Meeting. Receive and review the final report. Carry forward for decisioning.

29. Project Ends. 30 weeks elapsed time.

Definitions

Sensory Multihandicapped - students whose visual and/or hearing impairment may be accompanied by other handicapping conditions to the extent that the student requires specialized services usually unavailable in programs for handicapped children without visual and/or hearing impairment, or in programs designed for children with visual or hearing impairment only.

Deaf - students whose sense of hearing is non-functional for the ordinary purposes of life and who require special education suitable for students with little or no naturally acquired speech or language.

Blind - students whose vision is non-functional for the ordinary purposes of life and who require special class instruction to develop braille and other learning skills.

Deaf-Blind - students whose combination of auditory and visual handicaps cause such severe communication and other problems that they cannot be accommodated in special education programs for the hearing impaired or for the visually impaired.

Blind Multihandicapped - students whose disabling conditions in addition to a visual handicap, result in an educational handicap so severe that they cannot be accommodated in programs for the visually impaired or in special education programs designed for other handicapped children.

Deaf Multihandicapped - students whose disabling conditions in addition to an auditory handicap result in an educational handicap so severe that they cannot be accommodated in programs for the hearing impaired or in special education programs designed for other handicapped children.

Screening - the process of identifying candidates for assessment.

Diagnosis - a medical evaluation which will identify the type and degree of impairment.

Assessment - the determination of the developmental level of a person as a basis for the preparation of Individualized Educational Programs.

Individualized Educational Program (IEP) - a written statement specifying objectives, content, implementation, and evaluation of the child's educational plan as developed by a team including assessment personnel, the child's teacher, and parents.

Development - a process of growth in cognition, language, social-affective behavior, and motor and life skills.

General Principles

The Planning Team formulated the following general principles which underly the recommendations of the Report.

1. All sensory impaired multihandicapped children, notwithstanding their intellectual or developmental levels, should be eligible for resource and support services and educational programs in schools or residential settings.
2. Highly specialized support and resource services on behalf of sensory multihandicapped Alberta children should be provided to school jurisdictions, parents and community agencies by the Government of Alberta.
3. The Government of Alberta should accept responsibility for the facilitation and funding of educational services to sensory multihandicapped children from birth.
4. Non-traditional approaches to curriculum, such as Individual Education Plans, will be necessary to accommodate the special educational needs of this population.
5. The majority of sensory impaired multihandicapped children in Alberta can best be served by existing agencies within local communities if specialized resources and support services are made available.
6. Local school jurisdictions are the most appropriate providers of educational services to all children of school age.
7. Flexibility with regard to age of pupil enrollment, and the duration of school day and school year will be required to meet the educational needs of the sensory multihandicapped population.
8. Some sensory multihandicapped children from rural school jurisdictions can be served most appropriately in programs operated by urban school jurisdictions.

9. A variety of residential provisions to accommodate some sensory multihandicapped children are necessary.

10. A structure to coordinate specialized services is necessary to ensure that all sensory multihandicapped persons in Alberta receive adequate and appropriate services.

11. Local school jurisdictions in Alberta should be responsible financially for the education of sensory impaired multihandicapped children to a similar level of support provided to other handicapped children.

Section II
REPORT AND RECOMMENDATIONS

Introduction

A proposed program for the education and development of sensory multihandicapped children in Alberta is presented under four main headings: administration, resource centers, school programs, and residential services.

Supporting documents appear in the Appendices to the report. Appendix A details cost estimates for the program. Appendix B defines the implementation sequence. Other supporting documents are contained in the volume of Supplementary Materials. In addition, the project team has accumulated a large collection of related resource materials which are catalogued and available.

ADMINISTRATION

For an appropriate educational program to be delivered to the sensory multihandicapped population, policy and funding will be necessary from a number of government departments, particularly Alberta Education, Alberta Social Services and Community Health, and Alberta Advanced Education and Manpower. The strong relationship among various needs of the individual requires that funding on behalf of these individuals be available from a central source.

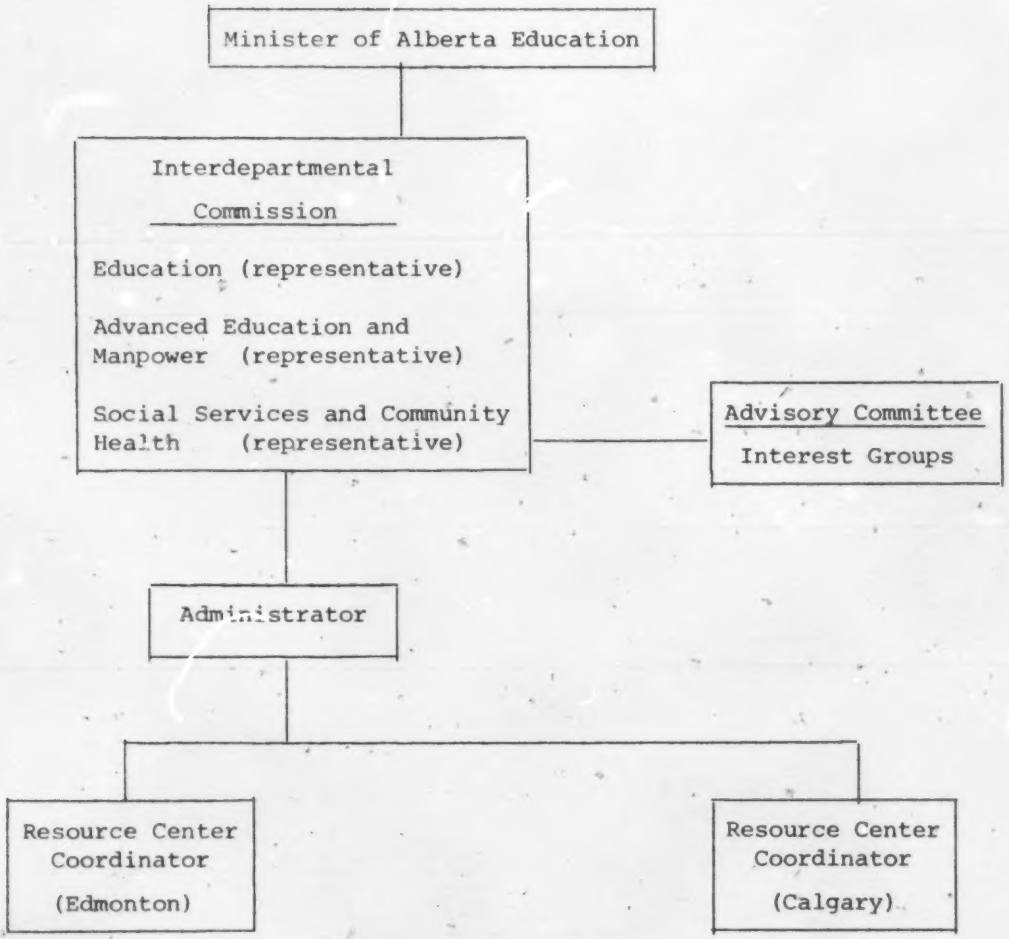
It is more effective and less time consuming for service agencies to deal with one, rather than a variety of government departments. To facilitate the most efficient service delivery pattern, all Government of Alberta funding and policy on behalf of the sensory multihandicapped should be channeled through one government office. It is proposed that this be accomplished through the establishment of a Commission comprised of one representative from each of Alberta Education, Alberta Social Services and Community Health, and Alberta Advanced Education and Manpower.

The organizational structure proposed for this Commission, as outlined in Figure 1, contains elements required for the development of an effective and efficient service delivery model for the sensory multihandicapped. The Commission provides a coordination capability within government. The authority of the Commission to set policy and distribute funding allows for the effective delivery of services to the sensory multihandicapped population.

Figure 1

ORGANIZATIONAL STRUCTURE

OF THE COMMISSION



1.0 Recommendations: Administration

1.1. *That an Interdepartmental Commission be established to monitor budget, policy, and priorities related to the delivery of services to the sensory multihandicapped in Alberta*

1.2. *That an Administrator be appointed to implement the directives of the Commission.*

1.3. *That the governmental departments involved appoint professional and lay representatives to serve as an advisory board to the Commission.*

1.4. *That the Interdepartmental Commission ensure that the Government of Alberta develop:*

(a) *programs to train teachers, teachers' aides, rehabilitation aides and other specialists to work with the sensory multihandicapped.*

(b) *educational, residential, vocational and employment programs for the sensory multihandicapped adult.*

RESOURCE AND SUPPORT SERVICES

Very few of the children identified as sensory multihandicapped will flourish in an educational, residential or home program without extensive and highly specialized resources and support services. The nature of the identified population is such that all of the children will be severely delayed in their physical, social, mental and emotional development. These delays do not begin at the age when most children enter school but rather at birth. If some level of independent functioning is to be expected, resource and support services will need to begin as early in the child's life as possible.

The sensory multihandicapped comprise a very small and heterogeneous portion of the general population. Educational programs currently designed to meet the needs of either general or special populations do not have the capability to meet the needs of children who lack one or both of the senses of hearing or vision accompanied by other handicapping conditions. These sensory multihandicapped conditions present educational problems which are unique and complex.

Teachers, parents and others providing services to this population will require constant support from a variety of disciplines in order to adequately meet the educational needs of this unique group of children. In addition, the sensory multihandicapped child will require technical aids, equipment and

materials not found traditionally in educational programs. It is not reasonable to expect that local school jurisdictions can provide the comprehensive resource and support services necessary for the implementation of successful programs for sensory multi-handicapped children. The most effective and efficient means of providing these crucial services is through centers which will serve a larger geographic area than that encompassed by any local jurisdiction.

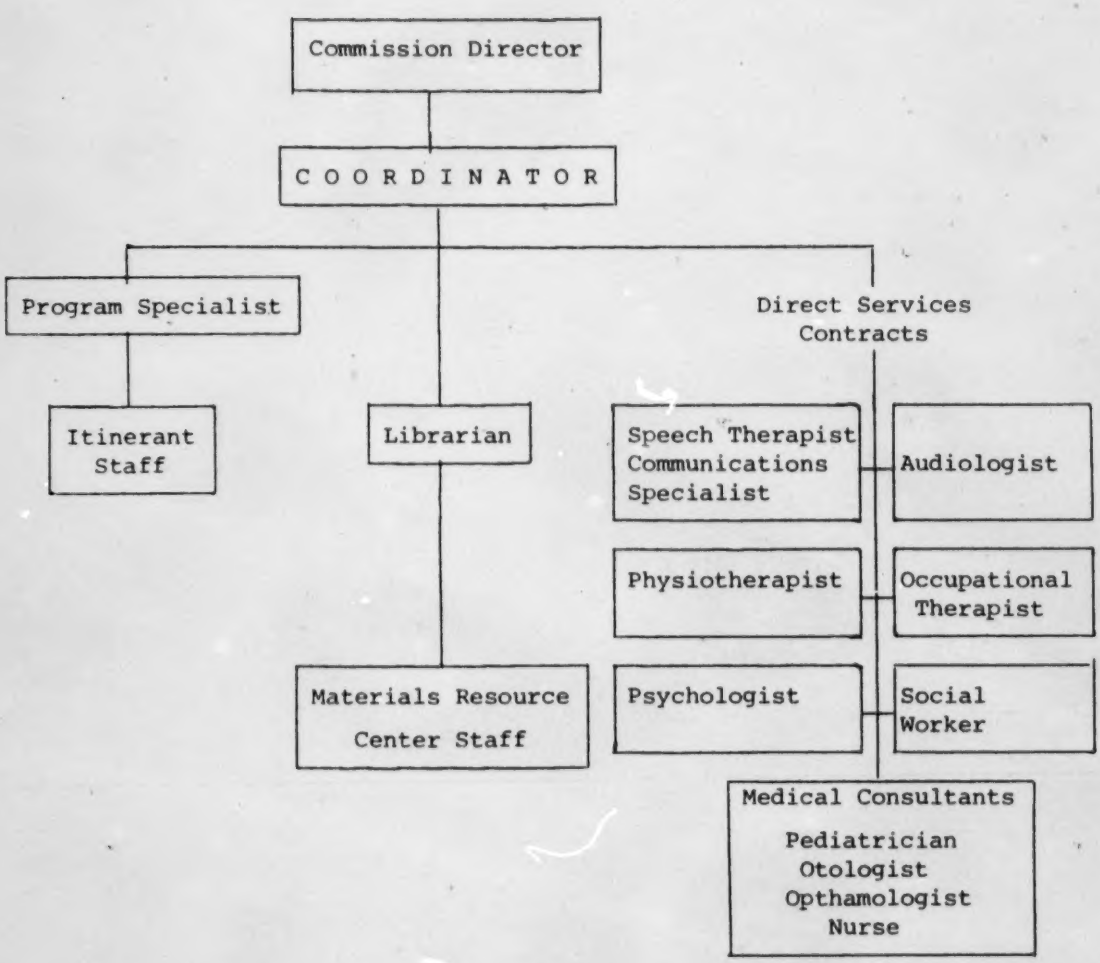
The regional resource centers, presented diagramatically in Figure 2, will provide or coordinate the following services on behalf of sensory multihandicapped children in Alberta:

1. Community Awareness and Involvement
2. Early Identification
3. Early Intervention
4. Assessment and Program Planning
5. Curriculum Development
6. Staff Development
7. Program Consultation
8. Materials and Resources
9. Research and Evaluation
10. Summer Programs
11. Parent Programs

Figure 2

RESOURCE CENTER

ORGANIZATIONAL CHART



Each resource center will be headed by a coordinator. It will be the duty of the coordinator to liaise with those agencies providing school and residential programs in order to ensure consistent and comprehensive services for all sensory multihandicapped children in Alberta.

A key responsibility of staff in the resource centers will be the development of individual educational plans for sensory multihandicapped children referred for assessment. The resource center staff, in cooperation with school program staff and/or residential program staff, will utilize a transdisciplinary assessment and program planning model in which representatives of various disciplines contribute their individual expertise in addressing a specific set of concerns relating to a child's development. The underlying goal of all assessment, whether it be done in the resource center or in the child's home, will be to develop a comprehensive, individual educational program for the sensory multihandicapped child.

Support and assistance from resource center staff will allow school, institutional and residential staffs to provide for the developmental needs of sensory multihandicapped children through the availability of specific programs, material and equipment. In addition, parents and others providing early education programs will have access to expertise which will allow them to act as interveners for young sensory multihandicapped children.

The staff employed by the resource centers will fulfill a valuable role in providing the human and technical resources necessary for the development of curricular resources, research into the learning styles of sensory multihandicapped children, and staff development activities.

2.0. Resource Center: General Recommendation

2.1. *That two regional resource centers, one in Edmonton and one in Calgary, be developed to provide specialized support and resource services to sensory multihandicapped persons, their parents and programs serving such persons in Alberta.*

2.2. *That the regional resource centers be constructed adjacent to existing public schools which will accommodate programs for the deaf-blind.*

2.0. Resource Center: Service Area Recommendations

2.3. Community Awareness and Involvement

2.3.1. *That Resource Center staff prepare and conduct inservice education activities for parents and professionals.*

2.3.2. *That provisions be made for inclusion in secondary school curricula of information on the prevention of handicapping conditions.*

2.3.3. *That Resource Centers facilitate or provide for the production and dissemination of public education materials through the various media.*

2.3.4. *That the involvement of school students and other community resources on a volunteer basis be encouraged.*

2.3.5. *That career information materials be distributed to students across Alberta indicating the variety of careers and employment opportunities for working with the sensory multihandicapped.*

2.4. Early Identification

2.4.1. *That Resource Center staff liaise with medical and school communities to develop systematic screening and referral procedures to facilitate the early identification of sensory multihandicapped children.*

2.5. Early Intervention

2.5.1. *That Resource Center staff provide or coordinate the provision of home programming for sensory multihandicapped children from the time of identification.*

2.6. Assessment and Program Planning

2.6.1. *That Resource Center staff develop assessment and program planning procedures for all sensory multihandicapped children in Alberta.*

2.6.2. *That Resource Center staff, in cooperation with program providers, provide or facilitate comprehensive assessment and program planning for all sensory multihandicapped children in Alberta*

2.6.3. *That individual educational plans be developed for each child.*

2.7. Curriculum Development

2.7.1. *That Resource Center staff, in cooperation with school program staff, be responsible for the production of developmental guidelines and resources for sensory multihandicapped children.*

2.8. Staff Development

2.8.1. *That highly skilled specialists be employed on a temporary basis to provide training to Resource Center staff.*

2.8.2. *That Resource Center staff assist in the coordination and implementation of staff development programs including in-service, sabbaticals, bursaries, work/study, conference attendance and visitations.*

2.9. Program Consultation

2.9.1. *That Resource Center staff be available for consultation with parents, and with school and residential program operators to assist in the implementation of individual educational plans.*

2.10.Materials and Resources

2.10.1. *That the Alberta Education Materials Resource Center be incorporated into the Resource Centers in Edmonton and Calgary to provide for the acquisition, production and distribution of specialized educational materials, equipment and technical aids for the visually impaired, hearing impaired, and deaf-blind.*

2.10.2. *That an advisory committee of special education consultants be struck to assist in planning for the reorganization of the Materials Resource Center.*

2.10.3. *That aids, materials and equipment be made available to sensory multihandicapped children at the site of program delivery.*

2.11. Research and Evaluation

2.11.1. *That an evaluation process be designed to monitor the implementation of the service delivery system.*

2.11.2. *That research into the education and development of sensory multihandicapped children be encouraged through cooperation with various research communities.*

2.12. Summer Programs

That Resource Center staff, in cooperation with school staff and other government or community agencies, develop individual education plans and facilitate their implementation during July and August.

2.13. Parent Programs

2.13.1 *That Resource Center staff provide parent training and counselling services on an individual and group basis.*

2.0. Resource Center: Staffing Recommendations

2.14. *That the following staff be employed on a permanent basis by the Government of Alberta:*

2.14.1. A. *Resource Center Coordinators* (2)

2.14.2. B. *Program Specialists* (2)

2.14.3. C. *Clerical Staff* (4)

2.14.4. D. *Itinerant Staff* (4)

2.14.5. E. *Materials Resource Center Staff*

1. *Existing* (10)

2. *Proposed*

a. *Electrotechnical aids technicians* (2)

b. *Librarian (Calgary)* (1)

c. *Clerical Staff* (2)

2.15. *That the following staff be contracted by the Resource Center on a full or part-time basis as necessary:*

2.15.1. *Educational Audiologist*

2.15.2. *Speech Therapist/Communication Specialist*

2.15.3. *Occupational Therapist*

2.15.4. *Physiotherapist*

2.15.5. *Psychologist*

2.15.6. *Social Worker*

2.15.7. *Nurse*

2.15.8. *Pediatrician*

2.15.9. *Otologist*

2.15.10. *Opthamologist*

2.0. Resource Center: Facility Recommendations

2.16. *That facilities be provided to house the Resource Centers in Edmonton and Calgary.*

2.17. *That the facilities be operated in conjunction with regional educational programs for sensory multihandicapped children.*

2.18 *That each facility provide the following specialized areas:*

2.18.1. *areas for educational assessment, speech, and occupational, physical and other therapies*

2.18.2. *administrative area*

2.18.3. *reception area*

2.18.4. *therapeutic pool*

2.18.5. *gross motor area*

2.18.6. *observation rooms*

2.18.7. *materials resource center including:*

(1) *storage*

(2) *transcription area*

(3) *taping booths*

(4) *library of print materials, public information materials and toy/equipment lending area*

2.18.8. *lunch rooms*

2.18.9. *parent meeting area/conference rooms*

2.18.10. *exterior play ground*

SCHOOL PROGRAM

Trends are universally in the direction of provision of educational services to all children with special needs directly by local school authorities rather than by government schools or agencies. A recent court decision in Alberta indicates that all children of mandatory school age are legally entitled to educational programs and that local school systems are responsible for ensuring provision of programs to all children in their jurisdiction. Alberta school jurisdictions have shown a willingness and capability to provide high quality programs to severely multihandicapped children when additional resource and support services and adequate funds are provided. Therefore, it is appropriate that public school jurisdictions should be requested to plan and provide school programs to serve sensory multihandicapped children.

Seventy-five percent of the sensory impaired multihandicapped population in Alberta has been found to reside in the vicinity of the two largest urban centers. In order to provide opportunities for sensory multihandicapped children with highly specialized educational needs, regional programs for deaf-blind, blind multihandicapped and deaf multihandicapped students will be developed in Edmonton and Calgary. These school jurisdictions would be responsible for assuring school accommodation for students sponsored by other school jurisdictions to programs for the sensory multihandicapped. The program for the deaf-blind should be in the same

school as the Resource Center or in a school close enough to the Resource Center to make services readily accessible to the program.

Students requiring residential placement should be accommodated in group or foster homes. Summer programs and programs outside the school day and school year should be arranged by the Resource Center staff.

Educational programs for children in the regional programs will be planned, developed, delivered and monitored on a yearly basis for each child. On occasion, when warranted by their functioning level, students from the regional programs for the sensory multihandicapped may begin to be integrated into programs for hearing or visually impaired, educable mentally handicapped, trainable mentally handicapped students, or other programs or classes.

Specialist assessment and consultative services should be provided to the regional educational program by the Resource Center. One person in each urban school jurisdiction should be responsible for coordinating educational services to sensory multihandicapped children.

3.0. Recommendations: School Program

3.1. *That the Calgary Board of Education and the Edmonton Public School Board be requested to plan for the implementation of public school programs to serve deaf-blind, blind multihandicapped and deaf multihandicapped students.*

3.2. *That a budget for all costs of this planning be presented by the Calgary Board of Education and the Edmonton Public School Board for approval by the Government of Alberta and that these costs be borne by the Government of Alberta.*

3.3. *That an agreement be entered into between the Government of Alberta and the Calgary Board of Education and the Edmonton Public School Board whereby the two school jurisdictions would provide educational programs to all deaf-blind, blind multihandicapped and deaf multihandicapped children recommended for such placement and sponsored by other school jurisdictions.*

3.4. *That the Government of Alberta fund school programs for sensory multihandicapped persons on a per pupil basis and that the funding be equivalent to 90% of the program cost.*

3.5. *That jurisdictions sponsoring sensory multihandicapped students to regional programs be assessed non-resident tuition fees equivalent to the per pupil amount provided by the jurisdiction operating the regional program.*

3.6. *That non-resident fees comparable to those paid by school boards be paid to local school jurisdictions by the Government of Alberta on behalf of deaf-blind, deaf multihandicapped and blind multihandicapped students who are wards of the Government of Alberta.*

3.7. *That after three years of operation, school programs provided to blind multihandicapped, deaf multihandicapped and deaf-blind students by the Calgary Board of Education and the Edmonton Public School Board be evaluated by an independent team selected cooperatively by the Government of Alberta and the local school jurisdictions involved.*

3.8. *That programs for the sensory multihandicapped be utilized as practicum sites for post secondary education institutions.*

RESIDENTIAL SERVICES

A variety of residential accommodations, ranging from foster homes and group homes to institutional settings, will be necessary to provide for those children who require placement outside their family homes. In some cases residential settings will be required because of geographic factors and the need for children to relocate to where their program needs can be best met. In other cases residential placement will be necessary because program needs cannot be met in the child's natural home.

One residential setting in each of Edmonton and Calgary will be utilized to provide short-term accommodation for sensory multihandicapped children and their parents while assessment is being carried out at the Center.

The nature of the sensory multihandicapped often requires that a child be provided a developmental program during most of every day. For this reason, residential staff will be as involved in program provision as is the school. The entire program of some children may best be provided in a residential setting. In some instances, individual educational programs will be developed by resource center staff in cooperation with residential staff. The resource center staff will assist in the implementation of residence based programs.

4.0. Recommendations: Residential

4.1. *That residential placements for sensory multi-handicapped persons of all ages be based on a combination of geographic need and the program recommendations as defined in the IEP.*

4.2. *That one residential site in each of Edmonton and Calgary be utilized to provide short-term residential placement of children and their parents attending the center for assessment purposes.*

APPENDICES

APPENDIX A

COST ESTIMATES

COST ESTIMATES

Introduction

Cost estimates of a program for the sensory multihandicapped in Alberta were developed for the Interdepartmental Commission, the Resource Centers, the school programs, and residential accommodation. Each was calculated according to estimated capital and operating costs. The estimated costs as well as a cost estimate for the total program are presented in the following section.

Interdepartmental Commission

The Interdepartmental Commission will require spaces for an Administrator, a secretary, and meetings of the Commission and advisory groups. The office space will be in existing governmental facilities and may require some renovations to adapt them to their new functions. The total requirement for space would be approximately 700 sq. ft. The cost of renovations would be approximately $10/sq. ft. and per annum leasing costs of $12/sq. ft. On this basis, the total costs for the Interdepartmental Commission are outlined in Table 1.

Table 1
Costs for Interdepartmental Commission

Capital Costs		$	
	Office Space (700 sq. ft) x $10	7,000	
	Equipment, Supplies	5,000	
	Total Capital Cost		12,000
Operating Costs			
Personnel			
	Administrator	38,000	
	Secretary	12,000	
			50,000
Supplies		12,000	12,000
	Total Operating Costs/Annum		62,000

Resource Centers

Two Resource Centers, one in Edmonton and one in Calgary, will be required if the program recommended by the Planning Team is to be implemented. The following figures represent the costs for each resource Center.

Capital Costs. As outlined in the Proposed Specifications for the Resource Centers, a figure of $110/sq. ft. may be a reasonable working figure for this specialized facility, including a therapeutic pool. The assumption was made that each Resource Center will be between 20,000 square feet and 25,000 square feet in area. On the basis of these assumptions, the costs for each Center as presented in Table 2, were calculated.

Table 2
Capital Costs for Resource Center

	for 20,000 sq. ft.*	for 25,000 sq. ft.*
Gross Cost (sq. ft. x $110)	2,200,000	2,750,000
+ 15% for furniture and equipment (excluding MRC lending materials)	330,000	412,500
+ 8% architectural fee	176,000	220,000
+ 1% miscellaneous fees	22,000	27,500
Total Costs (per regional Resource Center)	2,728,000 (excluding land and MRC materials)	3,410,000 (excluding land and MRC materials)
Capital Costs for Two regional Resource Centers	5,456,000* (excluding land and MRC materials)	6,820,000* (excluding land and MRC materials)

* Total square footage and total capital costs are based on new construction figures. Renovation of existing space, such as classrooms, will reduce the new construction required and reduce overall cost.

Operating Costs

Operating costs were calculated on the basis of the numbers and categories of personnel and their salaries, as follows:

Personnel* (per Resource Center)

1	Coordinator (at $35,000)	$35,000
1	Program Specialist (at $28,000)	28,000
3	Clerical Staff (at 12,000)	36,000
2	Itinerant Staff (at $25,000)	50,000
1	Electrotechnical aids Technician (at $20,000)	20,000
1	Educational Audiologist (at $25,000)	25,000
1	Speech Therapist/Communication Specialist (at $25,000)	25,000
1	Occupational Therapist (at $25,000)	25,000
1	Physiotherapist (at $25,000)	25,000
1	Psychologist (at $25,000)	25,000
1	Social Worker	25,000
	Medical Consulting	50,000
	Total Personnel Costs/Annum	$369,000*

* Excluding existing MRC staff.

Non-Personnel Costs (Per Resource Center)

Assumption:

Non-personnel costs (according to Abt Associates, 1976) accounted for less than 25% of the total costs of the provider.

Therefore:	if 3/4 of the cost is personnel	$369,000
	1/4 of the cost is non-personnel	123,000
	Total Operating Costs/Annum	$492,000

Operating Costs for Two Resource Centers

Personnel ($369,000 x 2)	$738,000
Non-Personnel ($123,000 x 2)	246,000
Total Operating Costs ($492,000 x 2)/Annum	$984,000

Residential Accommodation

Assumption

1. Seventy-five percent, or 300 of the sensory multihandicapped population live in Edmonton or Calgary. Twenty-five percent, or 100, of the population live outside these cities.
    a. In each region, approximately 25 persons from outside the city will require accommodation in the city because of program needs by the third year of the program.
    b. In each region, approximately 25 persons from within the city will require new accommodation because of program needs by the third year of the program.

    Thus, the total anticipated population requiring residential accommodation in each city is 50, or 100 persons within the two regions.
2. Each group home will accommodate six persons.
3. No live-in staff will be required in the residences.

Table 3 indicates the number of group homes required in each region. Four are required in the first year of operation, another three in the second year, and two more in the third year of operation.

Table 3
Residences Required in Each Region

	Year I	Year II	Year III	Total
Anticipated School Population	50	80	100	100
Anticipated Residential Population (50% of total School Population)	25	40	50	50
Total Number of Residences Required	4	7	9	9

The costs of operating the group homes was calculated on the basis of the following figures:

Capital Costs

Each group home	$135,000	
Land	70,000	
Total Capital Cost/Residence		$205,000

Operating Costs/Annum/Residence

Personnel	$63,000	
Non-personnel	22,000	
Total Operating Cost/Annum		$85,000

The capital costs will be spread over a three year period and operating costs will need to increase up to the third year to allow for the operation of the new residences. As indicated in Table 4, the total capital cost over the three years in the two regions will be $1.8 million, and by the third year of operation the annual operating costs for 9 group homes in each of the two regions will be $765,000/annum.

Table 4
Regional Residential Cost Estimates

Regional Cost Estimates	Year I	Year II	Year III	
Number of Residences Required	4	7	9	
Capital Costs (at $205,000/residence)	$820,000	$615,000	$410,000	$1,845,000
Operating Costs				
Personnel	$252,000	$441,000	$567,000	
Non-personnel ($22,000/residence)	$88,000	$154,000	$198,000	
Total Operating Costs	$340,000	$595,000	$765,000	
Cost Estimates in Two Regions				
Capital Costs (over three years)			$3,690,000	
Operating Costs	Year I	Year II	Year III	
	$680,000	$1,190,000	$1,530,000	

School Program

Capital/Planning Costs

The capital planning costs are based upon the assumption that the school program will need to be phased in over a three year period. Therefore the total capital/planning costs are spread over three years. The anticipated population, planning and space considerations required during the three year period are outlined in Table 5.

Table 5
Anticipated Regional Population, Planning, and Space Considerations for a School Program

Anticipated Population (each urban center)	Year I	Year II	Year III	Totals for Two Regions by Year Three
Deaf-Blind	10	16	20	
Deaf Multihandicapped	20	32	40	
Blind Multihandicapped	20	32	40	
Total	50	80	100	200
Anticipated Schools Required	3	5	6	12
Anticipated Classroom Space Required (each urban center)	10	16	20	40
Anticipated Planning				
Personnel				
Supervisor (6 mos)	1	-	-	2
Secretary (6 mos)	1	-	-	2
Supplies, Equipment, Services	1	-	-	2

Capital cost estimates for school program requirements are indicated in Table 6.

Table 6
Cost Estimates for
School Programs in Two Regions

		Year I	Year II	Year III	Totals
School Renovations Required (at $3,500/unit)	Number Required	6 schools	4 schools	2 schools	12 schools
	Cost ($)	$21,000	$14,000	$7,000	$42,000
Furniture, Equipment, Supplies (at $5,000/ classroom)	Number Required	20 classrooms	12 classrooms	8 classrooms	40 classrooms
	Cost ($)	$100,000	$60,000	$40,000	$200,000
Planning Personnel	Number Required	2	-	-	
Supervisors (at $20,500)	Cost ($)	$41,000	-	-	$41,000
Secretaries (at $6,600)	Number Required	2	-	-	
	Cost ($)	$13,200	-	-	$13,200
Supplies, Equipment (at $1,000/unit)	Number Required	2	-	-	
	Cost ($)	$2,000	-	-	$2,000
Total Costs/Annum ($)		$177,200	$74,000	$47,000	$298,200
				Total Capital/Planning Costs	$298,200

Operating Costs/Annum

The operating costs/annum have been calculated for the first year of operation on the basis of a population of 10 deaf-blind children, 20 deaf multihandicapped, and 20 blind multihandicapped. As noted in Table 5, the population served is expected to double by the third year of the program. Thus operating costs at that time also can be expected to double.

The operating costs are largely dependent upon the staffing ratio which, in turn, will be dependent upon the age, degree and nature of handicap of children in the class. Table 7 displays the costs for the education of various sensory handicapped children using different classroom staff ratios.

Table 7

Per Pupil Cost Reflecting
Different Staffing Ratios*

	Students	Teachers	Aides	Classroom Staff Ratio	Per Pupil Cost (classroom staff)	Per Pupil Cost (non-classroom staff) *	Transportation	SES	Total Per Pupil Cost
Deaf-Blind	3	1	1	1.5:1	12,333	2,895	1,017	150	16,395
	10	3	3	1.67:1	11,100	2,895	1,017	150	15,162
	8	2	2	2:1	9,250	2,895	1,017	150	13,312
	5	1	1	2.5:1	7,400	2,895	1,017	150	11,462
Deaf Multi-Handicapped	8	2	2	2:1	9,250	2,895	1,017	150	13,312
	6	1	1	3:1	6,166	2,895	1,017	150	10,228
Blind Multi-Handicapped	8	2	2	2:1	9,250	2,895	1,017	150	13,312
	6	1	1	3:1	6,166	2,895	1,017	150	10,228

* Non-Classroom Staff Costs	$
P.S.A. Time	190
Counseling	160
Caretaking	235
Secretarial	70
Consultant	560
Therapies (Speech, Occupational and Physiotherapy)	1680
Total Non-Classroom Staff Costs	2895

The per pupil cost ranges between $10,228 and $16,395.

Table 8

Total School Program Operating Costs

Cost	Per Region			Two Regions		
	Year I 50 students	Year II 80 students	Year III 100 students	Year I 100 students	Year II 160 students	Year III 200 students
Lowest ($10,228)	511,400	818,240	1,022,800	1,022,800	1,636,480	2,045,600
Highest ($16,395)	819,750	1,311,600	1,634,500	1,639,500	2,623,200	3,279,000

As indicated in Table 8, when the lowest and highest cost figures per pupil are extrapolated to the maximum figures anticipated, the total costs for the two regions to serve an anticipated 200 students by the third year of operation will be between $2 million and $3.3 million.

Some portion of these costs will be borne by the Government of Alberta and some will be borne by the school jurisdictions. Table 9 displays the costs to school boards when Government of Alberta grants range from 55 to 90 percent of the program cost.

Table 9
Program Costs to School Boards

Program	Cost/Student	Range of Possible Provincial Subsidy %	Alberta Education Grants				Cost to Local Board
			SFPF	Transportation	Per Pupil Grant	Total Subsidy	
Deaf-Blind	16,395	55	1,200	855	6,962	9,017	7,378
		65	1,200	855	8,601	10,656	5,739
		75	1,200	855	10,241	12,296	4,099
		85	1,200	855	11,880	13,935	2,460
		90	1,200	855	12,700	14,755	1,640
	15,162	55	1,200	855	6,284	8,339	6,823
		65	1,200	855	7,800	9,855	5,307
		75	1,200	855	9,316	11,371	3,791
		85	1,200	855	10,833	12,888	2,274
		90	1,200	855	11,591	13,646	1,516
	13,312	55	1,200	855	5,267	7,322	5,990
		65	1,200	855	6,598	8,653	4,659
		75	1,200	855	7,929	9,984	3,328
		85	1,200	855	9,260	11,315	1,997
		90	1,200	855	9,926	11,981	1,331
	11,462	55	1,200	855	4,249	6,304	5,158
		65	1,200	855	5,395	7,450	4,012
		75	1,200	855	6,542	8,597	2,865
		85	1,200	855	7,688	9,743	1,719
		90	1,200	855	8,261	10,316	1,146
Deaf Multi-handicapped	13,312	55	1,200	855	5,267	7,322	5,990
		65	1,200	855	6,598	8,653	4,659
		75	1,200	855	7,929	9,984	3,328
		85	1,200	855	9,260	11,315	1,997
		90	1,200	855	9,926	11,981	1,331
	10,228	55	1,200	855	3,570	5,625	4,603
		65	1,200	855	4,593	6,648	3,580
		75	1,200	855	5,616	7,671	2,557
		85	1,200	855	6,639	8,694	1,534
		90	1,200	855	7,150	9,205	1,023
Blind Multi-handicapped	13,312	55	1,200	855	5,267	7,322	5,990
		65	1,200	855	6,598	8,653	4,659
		75	1,200	855	7,929	9,984	3,328
		85	1,200	855	9,260	11,315	1,997
		90	1,200	855	9,926	11,981	1,331
	10,228	55	1,200	855	3,570	5,625	4,603
		65	1,200	855	4,593	6,648	3,580
		75	1,200	855	5,616	7,671	2,557
		85	1,200	855	6,639	8,694	1,534
		90	1,200	855	7,150	9,205	1,023

Annual costs to the school boards by the third year of operation are indicated in Table 10.

Table 10

School Board Costs by Year Three

Cost/Pupil	Percentage of Provincial Subsidy/Pupil		School Board Costs For 100 Students in the Region		Government Costs For 200 Students (Two Regions)	
	55%	90%	55% Subsi-dized	90% Subsi-dized	55% Subsi-dized	90% Subsi-dized
Lowest ($10,228)	4,603	1,023	460,300	102,300	1,125,000	1,841,000
Highest ($16,395)	7,378	1,640	737,800	164,000	1,803,450	2,951,100

Total Costs

Total costs reflect capital costs for two regions over the three year implementation period and anticipated operating costs by the third year of operation.

Capital/Planning Costs	$298,200
Operating Costs (Range reflects the variance in subsidization and student-staff ratio)	
School Boards	$164,000 to 460,300
Government of Alberta	$1,125,000 to 2,540,000

Summary

A summary of costs for a program to serve the sensory multihandicapped is displayed in Table 11.

Table 11

Summary of Program Capital
and Operating Costs*

Component	Capital		Operating/Annum		Fiscal Responsibility
	Per Region	Two Regions	Per Region	Two Regions	
Commission	-	12,000	-	62,000	Government of Alberta
Resource Centers	2.7 M to 3.4 M**	5.5 M to 6.8 M**	500,000	1.0 M	Government of Alberta
Residential Accommodation	1.8 M	3.1 M	765,000	1.5 M	Government of Alberta
School Programs	150,000	300,000	1.0 M to 1.6 M ***	2.0 M to 3.3 M ***	Government of Alberta/ Local School Boards
Total		9.5 M to 10.8 M		4.6 M to 5.9 M	

* Figures over $100,000 are rounded to the nearest $100,000 in 1979 $.
** These figures do not include the cost of land or MRC materials.
***These are the anticipated per annum costs when the program is in full operation by Year 3, based upon 1979 $.

APPENDIX B

IMPLEMENTATION OF A PROGRAM FOR THE SENSORY MULTIHANDICAPPED IN ALBERTA: SEQUENCE OF EVENTS

Implementation of a Program for the
Sensory Multihandicapped in Alberta:
Sequence of Events

1.0 Planning Team report is submitted.

2.0 Minister announces decision to implement a program to serve the sensory multihandicapped.

2.1 School Boards in Edmonton and Calgary are requested to provide regional programs for the sensory multihandicapped.

2.2 Funding is provided to Edmonton Public School Board and Calgary Board of Education for planning programs for the sensory multihandicapped.

2.3 An Interdepartmental Commission is appointed.

2.4 A Commission Director is appointed.

3.0 Budgets are developed for the Commission.

(a) school program grants

(b) capital costs of Resource Centers

(c) staffing and program costs of Resource Centers

(d) capital costs for group homes

(e) staffing and residential program costs

(f) early intervention program costs

(g) costs for planning pre-vocational and vocational programs

(h) costs for implementing pre-vocational and vocational programs

4.0 Resource Center staff positions are created.

4.1 Recruitment of Resource Center staff proceeds.

(a) Coordinators

(b) Program Specialists

4.2 Planning of residential and adult pre-vocational and employment programs begins.

4.3 Temporary accommodation for Resource Center staff is secured.

5.0 Architectural planning for Resource Centers is commissioned.

6.0 Coordinators and Program Specialists are employed. Recruiting of additional Resource Center staff begins.

7.0 Resource Center services commence.

8.0 Residential placements for sensory multihandicapped students not residing at home while attending urban school programs are secured.

9.0 School programs for groups of deaf-blind, deaf multihandicapped and blind multihandicapped begin (implementation schedule to be arranged by Edmonton Public School Board and Calgary Board of Education)

9.1 Procedures for the on-going evaluation of the service delivery model developed.

10.0 Resource Centers fully staffed.

10.1 Full services to the sensory multihandicapped available.

11.0 Evaluation of the service delivery model completed.